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ABSTRACT

In fall 1995, William Rainey Harper College in Illinois conducted a survey of students in the Early Childhood Education program to determine their background and goals and the services that they used at the college. Questionnaires were distributed to students during classes, resulting in 218 completed surveys. Study findings included the following: (1) 66.5% of the respondents were between 18 and 25 years of age, younger than the college's student body in general; (2) 17% already had a bachelor's degree, while 73% had at least 1 year of college; (3) 65.5% were employed at an early childhood-related facility, with 38.4% employed in child care and 22.4% in preschools; (4) with respect to the use of college services, only 5% had discussed goals with a counselor and 7% had met with faculty members as counselors; (5) 21% used the computer lab, 16% used tutoring services, and 6% used test analysis; (6) the two most popular courses that students planned on taking in the future were Child Development II, cited by 23%, and the Early Childhood Education Practicum, cited by 17%; (7) 47% were planning to transfer after leaving the college; and (8) 46% planned to achieve an associate degree, 37% an educational certificate, and the remaining 17% were taking courses only. The survey instrument is appended. (BCY)

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William Rainey Harper College

Office of

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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January 1996

SURVEY OF STUDENTS ENROLLED IN EARLY CHILDHOOD EDUCATION FALL 1995

Dr. John A. Lucas, Director
Office of Planning and Research

Meenakshi Mohan, Faculty
Life Sciences and Human Services Division

JC 960 515

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ABSTRACT

The purpose of the study was to survey current students enrolled in Early Childhood Education to determine their background, goals, and the services here at Harper College. Survey forms were distributed to those currently enrolled in the fall 1995 and 218 students returned completed surveys.

Results of the survey showed that, for the most part, early childhood students tend to be young, well educated and equally split between evening and day classes. Most are already employed in an early childhood facility. Few avail themselves of services at Harper College. The two most popular courses students plan to take in the future are CCA/103 (Child Development II) and CCA/292 (Practicum II). About half are planning to transfer to another college but half of these are still undecided as to where they will transfer. The vast majority of these students plan to achieve an associate degree or a certificate.

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Purpose

The purpose of this study was to survey current students enrolled in Early Childhood Education to determine their background, goals and the services they use at Harper College. The study was requested by Meenakshi Mohan, faculty member.

Methodology and Population Surveyed

The survey instrument shown in the appendix was developed jointly by Meenakshi Mohan, faculty and the Office of Planning and Research. It was distributed to students in Early Childhood Education classes during the fall semester of 1995. Students were asked to complete these surveys and return them as soon as possible. As a result, 218 completed surveys were collected.

Major Conclusions

For the most part Early Childhood students tend to be young, well educated and equally split between evening and day classes. Most are already employed in an Early Childhood facility. Few avail themselves of services at Harper College. The two most popular courses students plan to take in the future are CCA/103 (Child Development II) and CCA/292 (Practicum II). About half are planning to transfer to another college but half of these are still undecided as to where they will transfer. The vast majority of these students plan to achieve an associates degree or a certificate.

Discussion of Results

Two thirds of the students responding were of traditional college going age (18-25) which is younger than the whole student body at Harper College. They are split fairly evenly between day and evening students. In terms of their level of education, 17 percent already have at least a bachelors degree while 73 percent have at least one year of college. Forty-three percent had attended another college prior to attending Harper College. About half had taken child development courses in high school averaging about two or three such courses. Two thirds had taken these courses at in-district high schools.

Almost two thirds are currently employed at a variety of early childhood facilities with 60 percent of these facilities being either child care or pre-school. In terms of using services at Harper College, 5 percent had discussed career goals with C. Patrick, the Early Childhood Student Development Counselor and 7 percent had seen an Early Childhood faculty member as a counselor. The computer lab was used by 21 percent of the students, while 16 percent used tutoring, 6 percent used test analysis and another 10 percent used other services such as counseling or the Center for Students with a Disability. Some 4 percent reported being a part of an Early Childhood Study Group.
In the future, the biggest bulk plan to take courses in the morning while another large group plan to take courses in the evening. Only a few plan to take courses in the afternoon. Over 80 percent prefer taking courses on the main campus.

Presently, 40 percent are enrolled in CCA/102, 29 percent are enrolled in CCA/101 while 10-15 percent are enrolled in each of the following: CCA/209, CCA/115, CCA/219, CCA/226, and CCA/221. For the future, 23 percent plan to enroll in CCA/103 while 17 plan to take CCA/292. Some 12-16 percent plan to enroll in each of the following courses: CCA/291, CCA/115, CCA/252, CCA/102, CCA/209, CCA/210, CCA/219, CCA/223, and CCA/226.

Almost half - 47 percent - are planning to transfer after leaving Harper but almost half of these - 47 percent - are undecided as to where they will transfer. The most frequently chosen colleges to transfer to were Northern Illinois (16%), Illinois State (8%), National Louis (6%), University of Illinois-Chicago (6%), and Roosevelt (5%).

Looking at student goals, 46 percent plan to achieve an associate degree and 37 percent plan for certificate while the rest are taking courses only. Among the certificates, the most popular is the 30-credit hour Early Childhood Teacher. Only 7 percent of the respondents are interested in becoming a student tutor. A total of 66 students wrote out general comments at the end of the survey.

Department of Early Childhood Education Student Survey

Age Range	N	PCT
18 - 25	145	66.5
26 - 35	29	13.3
36 - 40	12	5.5
41 - 50	31	14.2
51 and over	1	.5
Total	218	100.0

Took Child Development Courses in High School		
- Yes	108	49.5
- No	110	50.5
Total	218	100.0

Number of child development Courses Taken		
One	30	28.0
Two-Three	55	51.4
Four-Five	22	20.6
Total	107	100.0

Present type of early child hood facility where employed		
- Child Care	55	38.4
- Pre-school	32	22.4
- Home/Nanny or Baby sitting	15	10.5
- Public school	14	9.8
- Before/After School	14	9.8
- Park District	4	2.8
- Private School	3	2.1
- Summer Camp	2	1.4
- Church	1	.7
- Kids Club	1	.7
- Mothers Day Off Prog.	1	.7
- Girl Scouts	1	.7
Total	143	100.0

Primary Attendance Pattern		N	PCT
Day		112	52.1
Evening		103	47.9
	Total	215	100.0

Level of Education	N	PCT
High school graduate	59	27.4
One-year college	84	39.1
Two-year college	35	16.3
Four year college	28	13.0
Masters degree or higher	9	4.2
Total	215	100.0

Enrolled at another college or university prior to Harper		
- Yes	93	42.9
- No	124	57.1
Total	217	100.0

Discussed career goals with C. Patrick, Counselor		
- Yes	11	5.2
- No	201	94.8
Total	212	100.0

Have seen an early childhood Instructor as a counselor		
- Yes	14	6.7
- No	194	93.3
Total	208	100.0

65.5 percent are employed at early childhood type facility

High Schools at Which Students Took Child Development Courses

Type of High Schools		N	PCT
- Harper District high schools		73	68.9
- Other high schools in the Chicago area		25	23.6
- Other Illinois high schools		1	.9
- Out-of-state high schools		6	5.7
- Out of USA high schools		1	.9
	Total	106	100.0

Harper District High Schools	N	PCT
Fremd High School	11	15.1
Hoffman Estates High School	9	12.3
Schaumburg High School	8	11.0
Rolling Meadows High School	8	10.9
Prospect High School	7	9.6
Wheeling High School	6	8.2
Hersey High School	4	5.5
Palatine High School	4	5.5
Conant High School	4	5.5
Barrington High School	4	5.5
Elk Grove High School	3	4.1
Buffalo Grove High School	3	4.1
Arlington Heights High School	2	2.7
Total	73	100.0

Other Chicago Area High Schools	N	PCT
- Streamwood High School	4	16.0
- Stevenson High School	3	12.0
- Resurrection High School	3	12.0
- Glenbrook South High School	2	8.0
- Niles North High School	2	8.0
- Maine East High School	2	8.0
- Deerfield High School	1	4.0
- Downers Grove High School	1	4.0
- Proviso West High School	1	4.0
- Glenbrook North High School	1	4.0
- Oak River Park High School	1	4.0
- Crystal Lake High School	1	4.0
- Dundee Crown High School	1	4.0
- Thornridge High School	1	4.0
- Naperville North High School	1	4.0
Total	25	100.0

Early Childhood Instructor Seen as a Counselor	
- Carol Neuhauser	8
- Jane Thomas	2
- Peggy Hansen	1
- Toni Potenza - Roosevelt	1
- Not specified	4

Been a Part of an Early Childhood Study Group	N	PCT
Yes	8	3.8
No	202	96.2
Total	210	100.0

Student Services Utilized	N	PCT
Computer Lab	46	21.1
Tutoring	34	15.6
Test Analysis	14	6.4
Other *	21	9.6

*Two listed as counseling and Center for Students with a Disability

When Students Plan to Take Early Childhood Classes	N	PCT
M-W-F before noon	64	29.4
T-R before noon	53	24.3
Classes one day per week - 3 hours	16	7.3
T-R noon to 3:00 p.m.	14	6.4
M-W noon to 3:00 p.m.	9	4.1
T-R 4:00 - 6:30 p.m.	6	2.8
M-W 4:00 - 6:30 p.m.	5	2.3
Evening	93	42.7

Best Location to Take Early Childhood Classes	N	PCT
- Main Campus	163	80.7
- Northeast Center	39	19.3
Total	202	100.0

Specific Evenings Desired	N	PCT
- Monday	57	61.3
- Tuesday	51	54.8
- Wednesday	46	49.5
- Thursday	45	48.4
- Friday	20	21.5

Early Childhood Courses Presently Taking

Course	N	PCT of 218
CCA/102	88	40.4
CCA/101	63	28.9
CCA/209	32	14.7
CCA/115	29	13.3
CCA/219	26	11.9
CCA/226	25	11.5
CCA/221	23	10.6
CCA/210	11	5.0
CCA/253	9	4.1
CCA/291	5	2.3
CCA/103	2	.9
CCA/111	2	.9
CCA/120	2	.9
CCA/223	2	.9
CCA/252	2	.9
CCA/292	2	.9
CCA/121	1	.5
CCA/235	1	.5

Early Childhood Courses Planning to Take

Course	N	PCT of 218
CCA/103	50	22.9
CCA/292	37	17.0
CCA/291	34	15.6
CCA/115	33	15.1
CCA/252	31	14.2
CCA/102	28	12.8
CCA/209	28	12.8
CCA/210	27	12.4
CCA/219	27	12.4
CCA/223	27	12.4
CCA/226	27	12.4
CCA/111	21	9.6
CCA/221	21	9.6
CCA/101	20	9.2
CCA/120	20	9.2
CCA/230	20	9.2
CCA/235	19	8.7
CCA/121	17	7.8
CCA/253	16	7.6

Planning to Transfer to a Four-Year College	N	PCT
- Yes	86	46.5
- No	99	53.5
Total	185	100.0

Colleges or Universities Students Plan to Transfer To	N	PCT of 86
- Unknown	40	46.5
- Northern Illinois	14	16.3
- Illinois State	7	8.1
- National Louis	5	5.8
- University of Illinois/Chicago	5	5.8
- Roosevelt	4	4.7
- Western Illinois	2	2.3
- Northeastern	2	2.3
- Dayton	2	2.3
- Loyola	1	1.2
- Barat	1	1.2
- Ball State	1	1.2
- Elmhurst	1	1.2
- Northwestern	1	1.2
- Chicago State	1	1.2
- University of North Carolina	1	1.2
- University of Illinois/Champaign	1	1.2
- University of Arizona	1	1.2
- University of San Diego	1	1.2
- Aquanis	1	1.2

Education Goal	N	PCT of 218
- Associate degree in Early Childhood	101	46.3
- Certificate Program	80	36.7

Certificate Program	N	PCT of 180
- Early Childhood Teacher/30 credit hours	42	52.5
- Early Childhood Education Administration/18 credit hours	21	26.3
- Early Childhood Assistant Teacher/6 credit hours	20	25.0
- Infant/Toddler Program/6 credit hours	12	15.0
- Special Education/6 credit hours	8	10.0
- Before/After School Care/6 credit hours	6	7.5

Interest in Becoming a Student Tutor	N	PCT
Yes	14	7.1
No	183	92.9
Total	197	100.0

General Comments

- I have also taken CCA/153
- I do not plan on becoming an early childhood teacher - I plan to get my bachelors degree in elementary education.
- For question 18, I might plan on taking more to get those other degrees.
- Re question 28 - counselor for adults/children - re question 19 - only with deaf students since I am deaf myself.
- I plan to take early childhood courses when open.
- Re question 16 - whatever is left to get associates that I have not already taken. Please, please, please, offer more classes in evenings. That is the biggest complaint that I hear about the department. Most people in this program already work in centers all day and can only attend classes at night and cannot get their associates because so many classes are only offered in the day. Also, the Northeast Center is very inconvenient for a lot of people.
- Offer more CCA courses in the evenings at the Harper Main campus.
- Re questions 18 - elementary education major.
- Re question 16 - I do not know what courses I plan to take but about 3-4 more courses. Re question 18 - transfer to education program at Barat.
- I am taking this class to see if this is what I want to major in.
- Have more than one time offered for classes. It is hard to make a good schedule when most courses are only offered at one time. Try to have more classes earlier in the mornings such as at 8 or 9.
- I only need this one class through Harper. I have a BS in Education. I am getting an additional certification for K-9. This survey is not relevant to a person in my position only taking one class through Harper.
- This semester's time slots were terrible - we need more slots for the various classes.
- In the next month or so I plan to meet with an advisor to see what my future plans are.
- I have taken more than five child development courses in high school. I am presently taking some English courses. My educational goal is speech therapist.
- So far I find CCA/115 fun and interesting.
- More classes at Harper. Northeast Center is too far.
- There seems to be less classes offered at fewer times. I would have liked to have been able to take both classes on the same day. Instead I am enrolled for six credit hours and have to be here 5 days a week.
- My educational goal is being recertified for type 09 certificate.
- Renewing certificate - filling deficiency.
- I am not aware of any of the programs stated questions 7-12. Please pass out information in class, thanks.
- Not my field of study.
- Need to offer more classes in the summer. CCA/102 and CCA/103.
- Strong need for classes that start at 1:00 p.m. for pre-school teachers who work in the morning - morning pre-school classes end at 11:30 - 12:00 - classes are a little too early. I plan to take all the classes I do not have.
- Are all the CCA courses offered every semester?
- Need to have the classes more often. We need more times for classes.
- Educational goal is social working.
- Enjoying my class very much.
- I am taking CCA/219 for Illinois teacher certification and do not plan to take other courses from your dept.
- I do not know what number is what course.

General Comments (continued)

- I do not know what other courses I will take - want to work with the kids.
- I have not used any services listed - I do not plan to take any early childhood courses - I have completed a B.A. This is State requirement course for my out-of-state certificate. CCA/219, continue this course because many other states - not Illinois - do not require it, therefore people moving here will need it.
- I plan to take a variety of other courses - science, math, rhythm moves, development.
- I have also taken previously, CCA/101, CCA/102, CCA/115, CCA/221, CCA/223, CCA/226. Offer more of a variety of classes each semester so the program can be achieved in two years and students do not have to wait a semester for a class they need to graduate.
- I am also taking CCA/153 presently. Also plan to take other courses.
- My educational goal is to achieve a bachelors degree in early childhood education.
- Have classes that are 9-9:50, 10-10:50, and 11-11:50 on Mondays, Wednesdays and Fridays, so schedule many CCA classes for those days is easier. Three CCA classes could all be taken before noon!
- Do a better job coordinating books in the bookstore. My book for CCA/221 is still not in.
- Need more child development courses in the morning and early afternoon.
- I am being recertified in elementary education - my early childhood days are over.
- More night classes are needed for people working in day cares and attending school. All CCA courses should have a night section.
- More classes need to be offered - Monday - Wednesday - Friday because there are a lot of students who want those days so the class fills up very fast.
- Weekend classes.
- Would like to attend evening classes preferably in Harper main campus in Palatine.
- It would be helpful to have other college - 4 years - that would accept more of the early childhood credits received from Harper. It is almost worthless to transfer to a 4-year college after receiving an associate degree in ECE from Harper because only 1 or 2 classes within the major transfer - very discouraging.
- More classes at Harper - less at Northeast Center.
- More classes offered on Monday/Wednesday/Friday before 3:00 p.m.
- I am afraid at this time - I am really not sure where I am heading - but education - early childhood has always interested me - especially since I have two children of my own ages 5-9.
- What are some classes that I should look into taking seeing as I want to continue in special education.
- When you offer classes try to give more times. It is hard trying to schedule classes around classes that are only offered one time.
- I would like to talk to a counselor to discuss my goal to finish my associate degree in early childhood to become a child care teacher.
- Good program.
- More classes on Monday, Wednesday, and Friday before noon.
- I do not plan to take early childhood classes - teacher re-certification.
- Offer more of a selection of courses in the evenings at Harper's main campus.
- It would be nice not to be forced into one time slot for a class. I have a 3-hour gap in my schedule between two classes that have one session time. I cannot afford to take another class in between - it is a pain.
- Educational goal - school social worker.
- Make more choices - available with CC classes - instead of only one class for M/W/F at a certain time.
- To offer all the CCA classes each semester.
- I have decided not to take any more child care classes.
- I am undecided in my major right now so I am not sure about questions number 18.
- Also taking CCA 153.
- Educational goad - BS in elementary education.
- Offer more classes at night because there are people who work and go to school.
- Offer more classes at night - some of us work - offer them starting at 7:00 p.m. I work an hour away!
- Educational goal - teacher ed requirement. This survey asks too much personal information. No survey should need my social security number and home telephone number.
- I plan to take whatever classes are required for associate degree. Please, please offer more classes at night. So many students work full time in centers and cannot make day classes.

APPENDIX

- Survey Instrument

Department of Early Childhood Education - Student Survey

Thank you for participating in this survey. After completing the form, please return this to your instructor or return it to the Division Office to the attention of:

Meenakshi Mohan, D-191
Life Sciences and Human Services Division
William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067

Name:_____
Address:_____
City:_____ State:_____ Zip Code:_____
Telephone: Home:_____
Work: _____
Social Security Number:_____

Choose the answer that applies to you and **put a ✓ in the blank.**

1- What is your age?
_____ A. 18 - 25
_____ B. 26 - 35
_____ C. 36 - 40
_____ D. 41 - 50
_____ E. 51 - Over

2- Are you primarily?
_____ A. Day Student
_____ B. Evening Student

3- Level of Education prior to attending Harper College.
_____ A. High School Graduate
_____ B. One-Year College
_____ C. Two-Year Degree (Associate)
_____ D. Four-Year Degree (Bachelor)
_____ E. Master's Degree or higher

4- Did you take Child Development courses in high school?
_____ A. Yes
_____ B. No

If YES, name of high school:_____

5- How many Child Development courses did you take in High School?
_____ A. 1
_____ B. 2 - 3
_____ C. 4 - 5

6- Did you attend another college or university?
_____ A. Yes
_____ B. No

- over - 12

7- Are you presently employed in an Early Childhood facility?

_____ A. Public School
_____ B. Child Care
_____ C. Pre-School
_____ D. Before/After school care
_____ E. Other:_____

8- If employed, please list employer:_____

Address:_____

_____

9- Have you discussed your career goals with Chris Patrick, the Early Childhood Student Development Counselor in D-142 x 6393?

_____ A. Yes
_____ B. No

10- Have you seen an Early Childhood instructor as a Counselor?

_____ A. Yes
_____ B. No

If YES, the name of the counselor:_____

11- What student services have you utilized?

_____ A. Tutoring
_____ B. Test Analysis
_____ C. Computer Lab
_____ D. Other

12- Have you ever been part of an Early Childhood study group?

_____ A. Yes
_____ B. No

13- Which location is better for you to take Early Childhood classes?

_____ A. Harper main campus
_____ B. Northeast Center

14- When do you plan to take Early Childhood courses?

_____ A. Monday - Wednesday-Friday (before noon)
_____ B. Tuesday - Thursday morning (before noon)
_____ C. Monday - Wednesday - early afternoon 12:00 - 3:00 p.m.
_____ D. Tuesday - Thursday - early afternoon 12:00 - 3:00 p.m.
_____ E. Monday - Wednesday - 4:00 - 6:30 p.m.
_____ F. Tuesday - Thursday - 4:00 - 6:30 p.m.
_____ G. Classes one day per week for three hours
_____ H. Evenings:

a) _____ Monday
b) _____ Tuesday
c) _____ Wednesday
d) _____ Thursday
e) _____ Friday

15- What Early Childhood Course or Courses are you presently taking?

_____ A. CCA/101
_____ B. CCA/102
_____ C. CCA/103
_____ D. CCA/111
_____ E. CCA/115
_____ F. CCA/120
_____ G. CCA/121
_____ H. CCA/209
_____ I. CCA/210
_____ J. CCA/219
_____ K. CCA/221
_____ L. CCA/223
_____ M.CCA/226
_____ N. CCA/230
_____ O. CCA/235
_____ P. CCA/252
_____ Q. CCA/253
_____ R. CCA/291
_____ S. CCA/292

16- What other courses do you plan to take?

_____ A. CCA/101
_____ B. CCA/102
_____ C. CCA/103
_____ D. CCA/111
_____ E. CCA/115
_____ F. CCA/120
_____ G. CCA/121
_____ H. CCA/209
_____ I. CCA/210
_____ J. CCA/219
_____ K. CCA/221
_____ L. CCA/223
_____ M.CCA/226
_____ N. CCA/230
_____ O. CCA/235
_____ P. CCA/252
_____ Q. CCA/253
_____ R. CCA/291
_____ S. CCA/292

17- Are you planning to transfer to a four-year college?

_____ A. Yes
_____ B. No

If Yes - Name of College or University_____

18- What is your educational goal?

_____ A. Associate Degree in Early Childhood
_____ B. Certificate Program in one of the following - Please check (x) one.
- _____ a) Early Childhood Teacher - 30 credit hours
- _____ b) Early Childhood Assistant Teacher - 6 credit hours
- _____ c) Early Childhood Education Administration - 18 credit hours
- _____ d) Infant/Toddler Program - 6 credit hours
- _____ e) Special Education - 6 credit hours
- _____ f) Before/After School Care - 6 credit hours

19- Are you interested in becoming a Student Tutor for the Early Childhood Education Department? To be eligible, you have to have an "A" or "B" in the course, recommendation of a faculty member, an interview by one of the tutoring staff and attend an instructional seminar held on a Saturday in September. The tutoring schedule is determined by your schedule and the schedule of the student who needs tutoring.

_____ A. Yes
_____ B. No

20- Any other comments/recommendations/questions -- _____
_____
_____
_____
_____

THANK YOU for responding to this survey. Your feedback is very important to Harper College and its programs.

Operational Staff:

Janice Cook, Administrative Secretary
Cal Meltesen, Research Analyst
Karla Hill, Research Clerk
Donna Woodruff, Clerk
Susannah Swift, Clerk

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of
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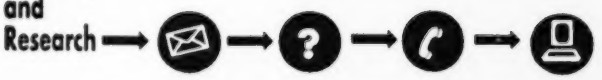
and
Research



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